Introduction
Chapter - I

Introduction

With the increasing globalization of business and economic activities, international job mobility is becoming a more common experience for a growing number of employees. An international assignment is no longer confined to a core cadre of global managers who move among the different units and then up into the central corporate hierarchy, but a real possibility for a much larger group of employees such as business establishers, customer project employees, R&D project personnel; etc. (Tahvanainen, 2000). The percentage of expatriates in the total workforce is increasing worldwide and is reaching substantial figures in some countries. The ability of organizations to attract and manage expatriate workers effectively is expected to be an important factor in their success.

An expatriate, sometimes shortened to expat, is a person temporarily or permanently residing in a country other than that of the person's upbringing. The word comes from the Latin terms ex which means "out of" and patria meaning "country, fatherland". In common usage, the term is often used in the context of professionals or skilled workers sent abroad by their companies, rather than for all 'immigrants' or 'migrant workers'. The differentiation found in common usage usually comes down to socio-economic factors, so skilled
professionals working in another country are described as expatriates, whereas a manual labourer who has moved to another country to earn more money might be labeled an ‘immigrant’ or ‘migrant worker’. The use of the word expat has different meanings to different people and its usage has changed a lot over recent years. In short, “an employee who is sent to live abroad for a defined time period. An expatriate is expected to relocate abroad, with or without family, for as short a period as six months to a year; typical expat assignments, however, are from two to five years long”.

There are many types of expatriates. Banai and Harry (2004) classified expatriates -whom they referred to as ‘international itinerants’–into six categories including:

- The failed expatriates,
- Those with unique expertise,
- The cosmopolitans,
- The mavericks,
- The returning nationals, and
- Novelty seekers.

McKenna and Richardson (2007) used metaphors to classify expatriates based on the reasons why they choose to expatriate. Their classification includes the following:-
Mercenary reasons: those who seek better rewards, lifestyle, and benefits.

Architects: who pursue their careers independently of organizational structures.

Refugees: those who desire to escape from certain conditions at home.

Explorers: who seek to experience the adventure of new environment abroad.

Seekers: who seek something for their personal life such as self-knowledge, etc?

Tightrope walker: individuals looking for risk and challenge.

Missionaries: who want to do good to others and bring advancement to other parts of the world.

Suutari and Brewster (2000) identified in their study of Finish graduate engineers six groups of self-initiated expatriates:

- young opportunists with relatively independent family situations;
- job seekers escaping unemployment at home;
- officials working for international organizations;
- localized professionals who have decided to stay abroad permanently;
- international or global specialists who follow jobs around the globe; and
- dual career couples.

Because of the variety of motives driving the expatriation process, Suutari and Brewster (2000) suggest that the profile of people pursuing expatriate careers is more heterogeneous than that of the traditional expatriate.
It must be noted also that self-initiated international careers are not always voluntary since the largest number of career moves are made by individuals seeking economic or political betterment (Carr, Inkson, & Thorn, 2005).

**Trends in expatriation**

The reasons why people move overseas have changed, and will continue to change over the coming years. Towards the end of the 20th century, the trend in expatriation was highlighted by the level of professionals being sent abroad to foreign subsidiaries and headquarters. The onset of globalization in the latter part of the 20th century increased the need for skilled professionals overseas. If employers were not able to find the required personnel, they could turn to recruiting from abroad as intercontinental travel was now much cheaper and quicker than ever before.

Over the last decade the levels of expatriates moving abroad has increased. The level of English-speaking expatriates with many of these coming from North American countries (including the U.S. and Canada), Middle Eastern countries, the two main Oceanic countries, Asian countries (such as Pakistan) and African countries (including South Africa) is extremely high, with the potential to be even higher. The main factors facilitating these moves abroad are:

- Work - lured by new opportunities and better financial packages
• Lifestyle - a better quality of life for individuals and families; climate, value for money and experiences.

• Family - moving abroad to be with family or partners

• Adventure - moving abroad to experience a new lifestyle and potentially gain a new set of skills

During the latter half of the 20th century, expatriation was dominated by professionals sent by their employers to foreign subsidiaries or headquarters. Starting at the end of the 20th century globalization created a global market for skilled professionals and leveled the income of skilled professionals relative to cost of living while the income differences of the unskilled remained large. This has created a different type of expatriate where commuter and short-term assignments are becoming more common and often used by organizations to supplement traditional expatriation.

Private motivation is becoming more relevant than company assignments. Families might often stay behind when work opportunities amount to months instead of years. The cultural impact of this trend is more significant. Traditional corporate expatriates did not integrate and commonly only associated with the elite of the country they were living in. Modern expatriates form a global middle class with shared work experiences in a multi-national corporation and working and living the global financial and economical centers. Integration is incomplete but strong cultural influences are
transmitted. Middle class expatriates contain many re-migrants from emigration movements one or two generations earlier.

Where the initiative for expatriation does not come from employers but originates from individuals, management researchers describe this as self-initiated expatriation (SIE). There are also expatriate executives that are appointed by local companies in distant countries rather than being posted there by foreign multinational corporations.

In Dubai the population is predominantly expatriates, from countries such as India, Pakistan, Bangladesh and the Philippines, with only 20% of the population made up of citizens. The continuing shift in expatriates has often been difficult to measure. According to UN statistics, more than 200 million people would be living outside of their home country in 2010. However, this number also includes economic migrants. Expatriates qualify for and enjoy access to a wide range of financial products, investing offshore in products not restricted by the financial services or tax regulations in their home country or the place where they live now. In terms of influx of expatriates, the most popular expatriate destinations are currently Spain, followed by Germany and Britain.

The Expat Directory is currently collating information on expatriate movements to provide a statistical overview of expatriate origin and destination countries. Current statistics show that the majority of expatriates originate from the United States.
In terms of outbound expatriation, as of 2009, the United Kingdom had the highest number of expatriates among developed OECD countries with more than three million British living abroad, followed by Germany and Italy. On an annual basis, emigration from Britain has stood at about 400,000 per year for the past 10 years.

During the Vietnam War about 100,000 American men went abroad to avoid the draft, 90 percent of them going to Canada. In May 2013, the State Department estimated that there are currently 7.6 million Americans living outside the United States. American expatriates have also frequently been denied service at banks and other institutions in their countries of residence, as the US government requires other nations to abide by its banking and financial laws when dealing with its citizens. As a result, hundreds of US expatriates renounce their US citizenship every year.

**Human resource management of expatriate employees**

The need to develop global leadership and the growth of new business ventures abroad has prompted a massive rise in global mobility. The salary of internationally assigned personnel often consists of standard salary and monetary benefits such as Cost of living and/or hardship Allowances (COLA) supported by non-monetary incentives (e.g. housing and education). Some companies will completely cover the cost of expatriate children's education, even at relatively expensive international schools, while other, usually smaller companies, encourage families to find local schooling options.
Given that one of the primary reasons for early repatriation is attributed to a spouse or other family member’s inability to adjust, international corporations often have a company-wide policy and coaching system that includes spouses at an earlier stage in the decision-making process. Not many companies provide any compensation for loss of income of expatriate spouses, although they often do provide other benefits and assistance. The level of support differs, ranging from offering a job-hunting course for spouses at the new location to full service partner support structures, run by volunteering spouses supported by the organization.

There are several advantages and disadvantages of using expatriate employees to staff international company subsidiaries. Advantages include, permitting closer control and coordination of international subsidiaries and providing a broader global perspective. Organisations use expatriate assignments as a means to send key staff abroad for high-potential career development and to co-ordinate global lines of business, as well as transfer organisational knowledge, expand into new markets worldwide, and/or manage an international subsidiary. However, expatriate assignments can be costly endeavors for organizations due to special compensation packages, housing and relocation costs, pre-departure training, and so forth. Hence disadvantages include high transfer costs, the possibility of encountering local government restrictions, and possibly creating a problem of adaptability to foreign environments.
For individuals, expatriate assignments represent opportunities and challenges both professionally and personally. The assignments provide the novelty and excitement of moving to another country and operating in a different cultural environment. They can also provide an opportunity to acquire new language skills, develop cultural understanding, and see new parts of the world. However, adjusting to a new country can prove challenging for expatriates and their families.

It is here the HR departments use services of relocation companies, who assist expats in moving abroad as well as managing expat's related administrative issues such as: assignment management, financial management and reporting to name a few.

Role of Perception among Expat faculties

According to (Lindsay & Norman, 2007) perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world, it also describes one's ultimate experience of the world and typically involves further processing of sensory input.

In the context of our study, (Robins et al., 2001) presents one theory referred to as the ‘Person’ perception. Here the lecturers are rated as outstanding by a few students and unsatisfactory by other students despite the same course material, the lecturers’ teaching behavior and classroom environment. Even though the students see the same lecturer, they perceive his/
her abilities differently. This experience by the student is measured as perceptions and rated as such.

The notion of perception is believed to be a series of interpretations of one’s sensory impressions that provide meaning to his/her environment. (Robins et al., 2001) further states that the factors that cause an impression are labeled the ‘perceiver’, the ‘target’ and the ‘situation’. The perceiver in our study is the faculty who is affected by their own characteristics and personality such that if their needs are not met or satisfied this may arouse strong inferences in their perceptions. The target is the perception of the faculty’s towards job satisfaction and performance appraisals. In our study, the faculty’s personality, manner and conduct will undoubtedly influence perception. Finally the situation is the place of the activity which can play a vital role in perception and in our study; the situation is the universities of Bahrain.

**Job satisfaction as evaluating criteria**

Job satisfaction is the extent an employee feels negatively or positively about his/her job (Odom et al.1990). Black et al. (1991) pointed to the importance of job factors for both degree and mode of adjustment. Job satisfaction is one of the predicted outcomes of cross-cultural adjustment; it can be defined as the positive emotional state resulting from the overall evaluation of one’s job (Shaffer and Harrison, 1998).

Werner (2002) has shown that literature on expatriation has focused on a wide number of issues, including assignment acceptance (Aryee et al., 1996),
concerns and expectations of dual career expatriates (Harvey, 1997), adjustment (Caligiuri et al., 1998; Shaffer et al., 1999), psychological withdrawal (Shaffer and Harrison, 1998), pre-departure thoughts (Garonzik et al., 2000), and commitment (Gregersen and Black, 1996). Job satisfaction, the main object of this paper is a significant construct among all these issues. However, studies focusing on expatriate’s satisfaction as such remain a relative rarity. Job satisfaction is usually defined as an affective or emotional response toward one’s job (Kreitner and Kinicki, 1992).

From an economic perspective, job satisfaction is a unitary concept which tends to be explained in purely monetary terms. It is assumed that individuals like rewards but dislike effort. As a result, a better salary, for an identical level of effort, will determine the decision to quit and a higher level of satisfaction.

From the lens provided by psychology and sociology, however, the employment relationship is about much more than the exchange of labor services for a pay-check. It is an economic relation in part, but it is a potent social and psychological one as well (Baron and Kreps, 1999). Thus, a person can be relatively satisfied with the absolute monetary rewards he or she receives and dissatisfied with how they fare relative to others (Festinger, 1954; Adams, 1965), or with other aspects of his or her job, either because they do not allow to fulfill his or her needs and values or because they do not met his or her expectations. This psycho-sociological perspective will be the one adopted here. This means job satisfaction will not be understood as a unitary concept,
but as an affective or emotional response toward various facets of one's job, and in which processes of social comparison take place.

The facets that were considered were the job characteristics, career prospects, salary, coworkers, and internal communication.

Job characteristics probably the most important element of an individual's satisfaction with his/her job is related to the characteristics of the position he/she occupies. Almost everyone agrees with the notion that an interesting and rewarding job will greatly contribute to increasing satisfaction within a given work environment. Researchers have repeatedly shown that these job/task characteristics strongly influence worker’s attitudes, including satisfaction and commitment (Miller & Monge, 1986; Cotton & Tutle, 1986).

Considering the importance of job characteristics in determining workers' satisfaction, it is surprising that the literature on expatriate assignments has paid so little attention to them, focusing instead on those aspects of international positions that are unique to expatriates’ experiences (usually non-work variables). Some authors, however, have dealt with this issue and found results consistent with domestic research, in the sense that sets of variables considered to be antecedents of job satisfaction in domestic situations seem to be also strongly related to satisfaction in overseas assignments (Shaffer & Harrison, 1998). Given that our objective is to assess the differences in satisfaction among expatriates the focus on those aspects of expatriates' jobs that might be generating differential levels of satisfaction. In
general, employees on international assignments will be subject to a higher level of stress than that of domestic employees. They usually need to travel frequently and sometimes their work overload is considerably high (Black, 1988). Along these same lines, McCauley et al. (1994) found that expatriates, as compared with domestic employees, experienced greater job overload, greater external pressure, and greater pressure from the visibility of their jobs. Moreover, their functions are not always completely specified; so, they may experience a higher degree of uncertainty and role ambiguity (Osland, 2000). All these circumstances have been proved to affect satisfaction negatively (Naumann, 1992).

**Performance Appraisal on expat faculties**

As a result of an increase in the number and influence of expatriates has been a growing interest in international human resource management, reflecting the growing recognition that the effective management of human resources internationally is an important determinant of success in international business. The focus of faculty development along with appraisals, for developing the most superior workforce so that the universities and faculty members can achieve their work goals in service to students is gaining momentum. (Adiele, 2009).

When employees work in their home country, it is simple to determine who is responsible for the performance appraisal process. But the process is not so clear-cut when dealing with expatriates. In some cases the institutions use
the same performance appraisal form, regardless of location. Institutions favoring this approach tend to measure performance on the achievement of agreed upon goals and objectives rather than subjective criteria. Along the same line, some have a standardized rating system and similar criteria for what is rated while allowing countries to modify the form to conform to local conditions.

The rest suggest that institutions create a special form for expatriates. An expat HR claims, “The expat form should include a section for the evaluation of how well the expat is doing with regard to “expat-related” items. For example, if the expat is doing the job because a local national is not yet capable of the task, they must also provide training to a local national. Therefore, some performance evaluation should take place as to how well the expat is teaching the skill(s) to locals.” The manager adds, “Some “soft” factors should possibly be taken into account as well how well the expat “fits in” with the local culture, is adapting to the assignment, etc. After all, some of those soft factors can be more important to the success of the assignment than actual job performance. This becomes especially crucial when an expat is sent to gain “overseas experience” to enhance his or her career.”

Hence the evaluation process should be two-tier: completion of the performance appraisal form in the assignment location followed by review of the completed form by someone in the home country with functional oversight for people in a specific discipline.
According to some expatriates, “The employee must have a separate communication path back to functional peers/managers as there could be major differences between the way the local company and the home country rate the performance.” Functional involvement provides someone to act as ombudsman for the expat. This person adds a memo to the appraisal explaining the circumstances, which would mitigate the negative effects of the appraisal and allows both sides to be heard. Functional review allows the home country to guarantee that all expats are treated fairly and are held to the same standard of performance.

**Rationale of the study**

The rationale of the present study stems from the fact that though there are numerous publications on job satisfaction, there have been relatively very little empirical studies assessing perception of job satisfaction among the faculties of Bahrain universities and still less on the performance appraisal system.

Hence the purpose of the study was to investigate the perception of faculty members of the universities of Bahrain towards job satisfaction and performance appraisals. Research has suggested that faculty members are very important parts of the educational system. Because they perform important functions in the university system and are vital members of the university team, it is critical for university administrators to become aware of these faculty members attitudes and behaviors. The study findings may serve to support the
relationship of organizational commitment to job satisfaction, perceived organizational support, job autonomy, workload, pay etc.

Theoretical framework based on the review of the literature focuses on two main aspects: job satisfaction and performance appraisals. Job satisfaction may be interpreted as a type of positive emotion that faculty members feel about the organization. Research suggests that individuals who are satisfied with their jobs contribute to positive organizational outcomes - example - low turnover, low absenteeism and a high level of commitment to the organization. It is important, therefore, that organizational leaders, regardless of the type and nature of their operations, identify the variables which contribute to job satisfaction in order to ensure that employees are indeed satisfied with their jobs. This is very true of teaching institutions where faculty member’s principal task is ensuring that there are positive learning outcomes for their students. Again Performance appraisal is seen as a major awareness that the organization is concerned about the faculty member’s well-being.

Significance of the study

By means of the increasing global competition and internationalization of world markets, international expatriate’s assignments are more and more essential to successful worldwide development and educational institutions are no exceptions. Therefore, international expatriates are imperative to the survival of globe enterprises in the twenty-first century. Expatriates can become an important human resource to international enterprises.. Also, for the
past two decades, research has examined a variety of correlates for the performance problems and dissatisfaction associated with global assignment. To facilitate business expatriates adjust to an overseas environment and work effectively, there arises the need to recognize the expatriates’ job satisfaction factor to affect cross-cultural adjustment.

With this in mind, research is undertaken to explore the link between work satisfaction and performance appraisal and its implications in labor cost and productivity, and ultimately for economic growth. Smith (1992) succinctly argued that job satisfaction can lead to cost reduction by reducing absences, task errors, and turnover. Therefore, from a strategic stance, understanding the factors involved in job satisfaction is crucial to improving faculty performance and productivity (Okpara, 2004).

Second, this study also helps fulfill the need to understand work-related attitudes in a highly multicultural setting such as Bahrain. Insights into the influences of culture and nationality on job satisfaction could provide strategies for enhancing job satisfaction of faculties with different cultural and national background. Mainstream management literature has argued and empirically demonstrated that job satisfaction influences organizational commitment, turnover intention, and absenteeism (Miller and Monge, 1986).

The literature has also demonstrated that dissatisfied faculties exhibit low morale, poor performance, and low productivity. Job dissatisfaction is also associated with higher costs of hiring, retention, and training (Okpara, 2004).
This study also helps in filling the gap associated with the dearth of nationality related job satisfaction studies in developing contexts. Bahrain’s unique economic, political and socio-cultural context provides an opportunity for gaining some insights into the relationship between nationality and local culture on the one hand and job satisfaction on the other. This could stimulate further research in this area. Finally, from a practical standpoint, the study will inform practitioners about how to deal with such a critical issue in a multicultural work setting.

Place of the study

The study was conducted at Bahrain, a unique place in the Middle East. Along with a stable economic climate and competitive costs, it is place with high business friendly culture that welcomes foreign investment. Building on natural geographic and human capital advantages, it is crafted as a business environment that nurtures foreign companies’ prosperity. In turn, Bahrain has created a steady flow of jobs for the people, who are widely known as the Gulf’s most educated and skilled. The decisions of respected international companies to select this Kingdom for their base in the Middle East are rewarding the initiatives. Steadily rising investment and our ascent in the global ranking of open markets, demonstrate our success. With the Middle East’s economies set to grow, it is believed that Bahrain’s proposition is the most business friendly. Bahrain’s strategic location at the heart of the Gulf is the most central place in the Middle East to position the business, giving the fastest access to export markets for the goods and services throughout the region. It is
the closest country to Saudi Arabia, the Gulf’s largest economy, and major markets including the United Arab Emirates and Qatar are all less than an hour’s flight away. Access to every market in the Middle East is quick and efficient – by air, sea and road.

Bahrain’s economy has long been the freest in the Middle East and has steadily improved its ranking worldwide – today the Index of Economic Freedom places it ahead of G7 economies such as Germany, France and Japan, as well as the major developing markets like China and India. The people are by far the most educated and skilled in the Gulf, enabling businesses to minimise spending on expatriate packages. Many sectors rely heavily on our people’s skills, due to the training, command of English and cost-efficiency. Bahraini women are highly educated and well-represented in all major professions, holding senior positions in banking, business and accountancy. (Source: Bahrain Economic Development Board)

Bahrain has a total population of 1,325,000 of which 94.6 percent are literate. It is estimated that 96.1 percent of the men and 91.6 percent of the women in the country can read and write. Schooling is free and compulsory in Bahrain with the government spending 11 percent of its annual revenues on education. There are 259 schools in Bahrain out of which 203 are public schools and 56 are private. The total number of students attending these schools is 1,63,488, out of which 83,078 are male and the rest are female. According to UNICEF, the gross enrolment at pre-primary level is 59 percent
both of male and female children. This is followed by primary school, the enrolment rate of which is 99 percent males and 98 percent females.

The Bahrain University began to operate in the Middle Eastern country in 1986. The University of Bahrain was in operation in various forms like institutes for higher education and polytechnic colleges from the 1960s. Bahrain University is the biggest in Bahrain and pledges to build up bright careers of students. Apart from technological education and researches the Arabic culture and Islamic traditions are also carried forward by the university. The University of Bahrain has further improved itself by working in close association with the other foreign universities.

The Bahrain University is divided into eight colleges or departments which are:

- Department of Arts
- Department of Business
- Department of Education
- Department of Science
- Department of IT
- Department of Law
- Scientific research department
Department of Engineering

There are a number of specialized centers in the University of Bahrain which helps the students in many ways. Some of those specialized centers are, Information Technology Center, E-Learning Center, Center of German Studies, Center of Japanese Studies, French Studies Center and Center of American Studies. One of the unique departments of the University of Bahrain is the Center of Transport and Road Studies. The center for international studies carries out some important researches necessary in the current political scenario of the world. The University of Bahrain not only imparts education and gives proper training but it also makes sure that their students have bright career. The Career Counseling Office is dedicated to this cause all through the year.

Bahrain has about 20 universities educating the residents in a variety of disciplines. Bahrain usually does not have extensive scholarship schemes for students wishing to study abroad. The facilities in the country are, however, very advanced and equal opportunities of higher studies are provided to both sexes.

Factors /Determinants of the study

Since many years, numerous studies have attempted to classify and determine the factors influencing job satisfaction and performance appraisal. The literature on determinants of job satisfaction can be divided into two camps: the content perspective which approaches job satisfaction from the perspective of needs fulfillment, and the process perspective which emphasises
the cognitive process leading to job satisfaction (Foster, 2000; Spector, 1997).

Research from both needs and content perspectives has reported a superfluity of factors in relation to job satisfaction, which can be grouped into three broad categories like;

1. **Demographic factors**

2. **Performance Appraisal Outcomes**
   a. **Individual related Aspects of Performance Appraisal Outcomes**
   b. **Work related Aspects of Performance Appraisal Outcomes**

3. **Job Satisfaction**

The explanation of the dimensions are as follows;

**Demographic factors**

These factors focus on individual attributes and characteristics such as gender, age and job level. Demographic characteristics include factors that define individuals such as gender, age and education level as well as other factors related to their work experience, such as job level and years of experience. The core assumption here is that given that the workforce of any organisation is not demographically homogeneous, one expects employee satisfaction to differ across sub-groups (Fosam et al., 1998). The research on job satisfaction in Middle Eastern countries suggests a strong association
between demographic factors and job satisfaction (Crossman and Abou-Zaki, 2003).

Crossman and Abou-Zaki (2003) reported that male Lebanese employees have higher job satisfaction from “quality of supervision” than do female employees whereas female employees obtain more satisfaction from “fair pay” than do the male employees. Besides, demographic factors, much attention has been given to factors arising from the work environment in motivating employees to work with high levels of job satisfaction. Although recent researchers advocate that the work environment is a better predictor of job satisfaction (Reiner and Zhao, 1999) a small, but significant, researches state that demographic factors are also good predictors of job satisfaction. For instance, researchers have paid significant attention to the association between the gender variable and job satisfaction, even though reporting inconsistent results (Smith et al., 1969) Thus, we consider the demographic variables in this study.

Performance Appraisal Outcomes

Performance outcomes are the resultant variables. It is nothing but the impact of the performance review and feedback created upon the minds of the employees towards some selected aspects of the organisation. This dimension has two sub categories, they are; work and individual related aspects of performance appraisal outcomes and are explained below;
Work related Aspects of Performance Appraisal Outcomes

Perception towards Job

It is a mixture of dedication, commitment to the work, organization and its values, plus a willingness to help out colleagues. It is something beyond job satisfaction and is not simply motivation. Engagement is something where a faculty has a feeling that the university belongs to him, he sees his personal development in the organizational development. It is not just a contract between the employee and the organization but a relation between the two. An "engaged employee" is the one who is fully involved in, and enthusiastic about their work, and thus will act in a way that furthers their organization's interests. There are many individual and organizational factors that determine whether employees become engaged, and to what extent they become engaged. The main drivers of employee engagement are: Having opportunities to feed your views upwards Feeling well-informed about what is happening in the organization.

(Alan, 2006) stated that job and organization engagement are related to work outcomes as follows: Job and organization engagement are positively related to (a) job satisfaction, (b) organizational commitment and (c) organizational citizenship behavior, and negatively related to (d) intention to quit. It is important to note, the employee engagement process does require a two-way relationship between employer and employee. Employees who are
engaged with the organization tend to display particular recognizable primary behaviours. They will:

- speak positively about the organization to co-workers, potential employees and customers,
- have a strong desire to be a member of the organization
- Give that extra effort to contribute to the organization's success

**Career Development Opportunities**

Most of the people enjoy the work that accompanies personal progress and development. And personal advancement in the job is one of the ways that can realize that progress. Indeed, many of us would give above average effort to gain that feeling if the opportunity was there. However, in most organization the opportunities for position advancement are few and far between. Acknowledging the fact that a person is worthy of being given an opportunity is one of the Job Satisfaction. Opportunities give a chance to employees to prove their worth. If the opportunities are availed properly, it leads to recognition and rewards. This ultimately leads to a satisfied employer who is an asset to the company. Increased effort from the side of an employer leads to increased revenues and is in the benefit of the company as a whole. The prospect of career advancement is an important motive for the expatriates. Sutari (2003) suggested that one of the main reasons for employees accepting an expatriation is that they usually expect that international assignments
increase their career opportunities within the company. As stated by Fernandez (1981) individuals who are demographically dissimilar (expatriate) to other members (domestic) of their work group may perceive their chances for development within an organization as low. As a result, the career opportunities form a very integral factor affecting the job satisfaction amongst the expatriates.

Social and Institutional Support

It can be a great source of frustration for employees if the policies are unclear or unnecessary or if not everyone is asked to follow them. Although employees will never feel a great sense of motivation or satisfaction due to the company policies, the dissatisfaction can be decreased in this area by making sure that the policies are fair and apply equally to all. Also, making printed copies of the policies-and-procedures manual easily accessible to all members of the staff will lead to satisfied employee base. The company policies should also be in line with those of competing firms in order to make the employees feel that the policies are not unreasonably strict or whether too harsh.

Rewards for Job

Although job satisfaction does not depend only on the economic dimension of jobs, the literature considers pay a key human resources practice which affects employee satisfaction. Also, personal recognition is a powerful tool in building morale and motivation. Compensation is important. If the average compensation in the company is well below average for other
competing firms, then certainly it is an issue that organization should address. However, the most prevalent complaint which has been observed about compensation is the lack of relationship between pay and performance. If there is a lack of a strong pay/performance relationship in the organization, a non-monetary recognition program will be of limited value. If the organization pays its employees market rates, and grants larger pay increases to top-performers, an employee recognition program should be able to boost morale. A recognition program does not have to be expensive. The structure of a recognition program is limited only by the imagination of the organization. An effective program has the following components:-

- Fairness
- High visibility and
- Consistency.

The actual rewards can be anything the faculty want. One approach is to have small rewards initially, and make each faculty who receives eligible to receive a larger reward at the end of the year. The reward itself should be just part of the process.

**Superior – Subordinate Relations**

It is made up of a range of factors, including company culture, management styles, hierarchies and human resources policies. Knowing how to use a positive work environment to increase employee satisfaction and reduce turnover is a key to developing a high-performance workforce. A number of
scholars, such as Herzberg (1968) and Spector (2008) have stated that the work environment has a significant effect on the level of (dis)satisfaction of the faculties.

**Individual related Aspects of Performance Appraisal Outcomes**

**Recognition and Opportunities**

Personal respect for employees forms the most important part of a positive work environment. Personal respect in the workplace encompasses such issues as discrimination based on age, gender or ethnic background, sexual harassment and the role of personal politics in forming workplace relationships. In general, the more personal respect employees are given at work, the more satisfied they will be in their jobs.

Social network theory has pointed that social support from the co-workers serves as a resource that affects job satisfaction. Social support has been defined broadly as the availability of helping relationships and their quality. Social support may lead a person to believe that he/she is cared for, esteemed, and valued. Prior research has shown that social support can originate from a number of sources: supervisor, colleagues, family, and friends. By the same token, Raabe and Beehr (2003) argue that co-worker relationships have an important influence on employee organizational commitment that results from employee job satisfaction. Furthermore, Bolon (1997) has found that co-workers’ support and satisfaction with co-workers both correlate positively with overall job satisfaction. A relationship with immediate
supervisor is an important factor affecting employee’s job satisfaction. The consideration a supervisor has for his/her subordinates’ feelings, well being, and contributions are an important contributor to job satisfaction. Research has shown that employees who have supportive supervisors experience less job dissatisfaction than employees without supportive supervisors. Bonache, (2005) argues that social ties are less likely to develop between people who do not share a common background. In that sense, expatriates may be exposed to less interaction with their local peers and miss an opportunity to learn about the domestic culture of their host setting.

**Internal Communication**

Company culture includes elements such as the way in which conflicts are handled, the freedom to try new things and fail without consequences, dress code policies, predominant communication styles and other intangible details. Like management styles, no company culture is inherently better than another. Company cultures must fit with their employees to increase job satisfaction, or else employees may look elsewhere to find a workplace better suited to their personalities. In addition to having achievable goals, employee work motivation also requires that performance objectives be viewed as important. If employees do not perceive their job to be important or meaningful, they have little reason to be motivated to perform their work. Although self-efficacy is important when understanding motivation at the job level, it is the concept of job importance that is especially salient in understanding the contributions public service motivation and organization mission make toward organization
performance. There are a number of ways in which organizations can affect the employee’s perceptions of goal importance. First, as mentioned above, managers can persuade employees that their jobs are important by providing a convincing rationale for their work tasks. One way managers may attempt to do this is by linking the job performance directly to organizational performance. Similar to the concept of task significance, if employees can see how their work contributes to achieving important organizational goals, then they are more likely to see their work as meaningful. If achieving assigned goals can satisfy personal employee motives, such as performing public service, then they are more likely to be perceived as important and accepted as personal goals. Job

**Persons Job - Fit**

The career can be defined as the sequence of work-related experiences and attitudes that the individual has over the span of his or her work life. The international management literature has often discussed the implications of international positions on employees' careers. The basic problem faced by expatriates in this area is commonly summarized in the cliche "out-of-sight, out-of mind". When someone has to leave his/her country and begin to work in a new environment, many of the professional contacts that he/she had at home disappear. This may harm their career prospects. As the sociological literature has profusely shown social networks have positive effects on career outcomes and, specifically, on upward mobility. If this is so, one could think that expatriates will feel more pessimistic with their career prospects as they
perceive that the distance from headquarters puts them at an informational and networking disadvantage (Daily et al., 2000). Yet, a recent survey of a large population of German expatriates, showed that the majority of expatriates view their international assignment as an opportunity for personal and professional development and career advancement, despite perceived deficits in corporate career management systems and a widespread skepticism that the assignment will help advance within their companies. These findings support the emerging notion of "boundary less careers", which are managed more by the person than by the organization and is characterized by more inter-organizational mobility than the traditional career. Compared to purely national assignments, international relocations may have more positive effects on boundary less careers, as they allow for the acquisition of international experience, an asset increasingly valued within corporate environments. In fact, recent empirical research has shown that, in the external selection of CEOs, organizations increasingly consider international experience of fundamental importance (Daily et al., 2000). In addition, research has also shown that, for repatriates who stay in the same organization, international assignments not always have a positive impact, as many repatriation problems often arise (Black et al., 1992; Black & Gregersen, 1999). Lack of respect for acquired skills, loss of status, and reverse culture shock are reported to be recurring problems upon repatriation. The gap between an expatriate’s expectation and reality upon return may negatively affect his or her level of satisfaction. On the basis of this discussion, we propose the following hypothesis:
Rewards

Research on expatriates' attitudes has uncovered low levels of salary satisfaction among these workers. For example, Black et al. (1992) asserts that 77 percent of expatriate employees are highly unsatisfied with their compensation systems. Similarly, Hamill (1989) suggests that these low levels of pay satisfaction might explain the high rates of expatriate failure that have been widely documented by the International Management literature. These low levels of salary satisfaction among expatriates can be explained in terms of the social comparison theory. In this model, satisfaction is a function of how "fairly" an individual is treated at work. Satisfaction results from one's perception that work outcomes, relative to inputs, compare favourably with a significant other's outcomes/inputs. Dissimilar ratios lead to perceptions of inequity. This proposition implies that the same organizational circumstance may be perceived as fair or unfair depending on which individual or group of individuals the worker chooses to compare himself to. Accordingly, a main concern when analyzing people's satisfaction with their salary is identifying the referent used in the individual's comparisons. In a workplace context, an employee will compare himself to other employees within the same organization (assessment of internal equity), to people occupying similar jobs in other companies (assessment of external equity), and to employees performing similar jobs within the same company (assessment of relative equity). The problem faced by expatriate workers is that there are multiple referents available to them when working abroad. Not only they can compare
themselves to other expatriates within the same company and host country, but also with expatriates within the same company and other host countries, expatriates from other companies within their host country, local employees, etc. This fact has led some authors to assert that, for a majority of these workers, lack of equity with respect to other expatriates is a very significant issue. Yet, a low level of salary satisfaction is a very common problem among all types of employees. This means that, even though expatriates might not feel satisfied with their pay, they might be relatively more satisfied than other groups of employees. In fact, researchers have found that satisfaction tends to be greater among individuals with higher socioeconomic status and income (Shaffer, 1987). In this respect, it is well known that employees on international assignments are particularly costly for most organizations. According to a report elaborated in 1996 by the Management Europe Center, the cost of an expatriate is about three times that of a domestic employee. Most multinational companies use the so-called balance-sheet approach in order to determine how much an expatriate should be paid. The objective of this approach is to maintain the employee's purchasing power in different locations, as well as making international assignments appealing. To this end, the firm calculates how various categories of expenditures are affected by an overseas assignment and provides differentials when needed. Moreover, some incentives or allowances - bonuses, currency insurance, etc. - are offered in order to encourage acceptance of an overseas assignment. Most companies also provide benefits such as domestic staff, childcare, health insurance, etc., which are not
normally available for domestic employees. These incentives and allowances fail to be provided when the expatriate return home, leading to a substantial loss of income. In fact, such a loss of income is mentioned as one of the difficulties upon return. In sum, we could expect that, in principle, expatriates will be more satisfied with their salaries than both repatriates and domestic employees, as a result of their higher salaries and benefits.

**Internal Communication**

Being distant from headquarters for extended periods involves a risk and may lead to a feeling of isolation. As Daily et al. (2000:520) put is, "one could imagine a series of executive-level changes in personnel, practices, and responsibility about which the expatriate may not be well informed, due simply to the distance from headquarters". Feelings of isolation lead to high perceptions of stress when the worker finds herself in a relatively new and unknown business environment, experiences difficulties of cross-cultural adjustment and does not get enough information from corporate headquarters. Under such conditions, the perceived stress will probably be higher than that of both repatriates and domestic employees. Given that lack of support and perceived stress lead to job-related strains such as dissatisfaction and turnover (Katz and Kahn, 1978).

Social support can be defined in terms of the sources and quality of helping relationships. The literature on expatriation has often argued that the spouse and the family are the most important sources of social support for
expatriates (Black et al., 1991). However, given that this study focuses on work-related variables, we choose to analyze another source of social support: individual's co-workers. Research on social networks has shown that social support from co-worker networks serve as a resource that affects job satisfaction. Yet, it has also shown that social ties are less likely to develop between people who do not share a common background. Thus, there is evidence that interactions with local peers are so scarce that expatriates miss an opportunity to learn about the host country culture. Manev and Stevenson (2001) explain these scarce interactions on the basis of their status differences. Three factors make that the status distinction between expatriates and local peers become a barrier for close ties among them. First, local employees see the culture of the home country as less accessible and may rarely initiate contact with expatriates. Second, in order to exploit their relative national advantages, MNC frequently conduct activities in less developed countries. The cultures of countries of less national wealth are often characterized by higher power distance, which discourages local staff in those countries from interacting with expatriates. Third, communication is affected by the language abilities of both expatriates and local staff. For all these reasons, we can expect that expatriates will be less satisfied with co-workers than their national counterparts. As for repatriates, they usually experience difficulties in the process of adjusting to working with colleagues from their own culture. The conflict between the repatriate and his/her national counterparts is not only due to the psychological changes he/she has undergone living and working in
another culture, but also to different host/ home perceptions: host nationals understand that expatriates may not behave the way native members of the culture do while members for the repatriate home culture do not expect the expatriate to act differently.

**Job Satisfaction**

Various researchers have asserted that various factors like employee engagement, the company policies, work environment and rewards and recognition play an important role in the development of favourable job and organizational attitudes leading to motivation and increased performance. It’s a known fact that the faculties are the greatest assets of an institution, but to make these assets work at their optimal capacity, strength and dedication it should be checked that they are satisfied with their institution and are continuously motivated to achieve the organizational goals. The level of satisfaction and staff well-being is found to have a direct impact on universities performance and ultimately leading to the success. Dissatisfied faculty is unlikely to foster a satisfied graduate and dissatisfied student directly impact on the bottom line. Satisfied, motivated faculty’s create higher student satisfaction and in turn positively influence universities performance. For a few years now, research has shown that universities want faculties to have the courage to go an extra mile to give their best to the work. They want good work and with this shift, there has been an escalating focus on employee engagement as a constituent of employee satisfaction.